



King's Hawford

PSHCE Policy

2020 – 2021

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1. Hawford's Mission Statement

To help young people reach their potential at school, in preparation for leading confident, fulfilled and unselfish lives as adults. To guide young people through childhood for a safer transition to adulthood.

2. Subject Statement

This policy supports a whole school approach to Personal, Social, Health, Citizenship and Economic Education (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and statutory guidance.

3. Statutory Requirements

From September 2020 Relationship Education and Health Education is compulsory for all pupils receiving primary education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

Please note that Relationships Education is statutory for all schools and parents do not have the right to withdraw their child. Health Education is only statutory for state funded and secondary education but independent schools follow the guideline set by the Independent Schools Inspectorate (ISI). However, we believe that Health Education is a vital element of a child's learning and feel it is important to include it within our curriculum. We have tailored it to fit the needs of the children at King's Hawford. Sex Education is recommended by the Government, but is still not statutory, therefore, parents can request that their child be excused from the programme.

4. Curriculum Design

At King's Hawford, we see PSHE and Citizenship as being at the centre of the teaching and learning of our pupils. Our approach to PSHCE consists of a comprehensive and developmental programme of teaching and learning, where the health and wellbeing of

children and of the whole school community are actively promoted. Our PSHCE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHCE programme helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

PSHCE helps to:

- give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens.
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities.
- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs
- improve relationships by highlighting each individual's worth, developing mutual trust, working cooperatively with others and improving communication skills.
- develop pupils' ability to become responsible for their own learning.
- inform pupils of the main political and social institutions that affect their lives, as well as their responsibilities, rights and duties as individuals and members of communities.
- equip pupils with the tools to become financially capable
- promote British values

5. Regulations

Our PSHCE programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their personal development, behaviour and welfare. It actively promotes British Values within the curriculum by way of an annual 'British Values Day', through democratically elected positions such as school council membership, house captaincy and more specifically in the following units in the PSHCE programme:

- Citizenship – Rights, Rules and Responsibilities in Years 1-6
- Citizenship – Diversity and Communities in Years 1-6
- Myself and My Relationships – Family and Friends in Years 1-6

6. Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

Planning is child led to reflect the interests of the children and the needs of the school. Circle time discussions will follow elements of the Cambridgeshire Primary Personal Development Programme (Appendix 1).

7. Related Policies

This policy also underpins our provision and policies in many other areas of the curriculum and school life as a whole. The following school policies are closely connected with our work in PSHE and Citizenship: Anti-bullying, E-Safety, Drug Education, Sex and Relationships Education, Equal Opportunities, Safeguarding and Child Protection, Inclusion, Use of visitors, Confidentiality, Science, Assessment, Recording and Reporting, Behaviour Management, Disability Discrimination, Teaching and Learning.

8. Aims

The main aims of the PSHCE curriculum are to:

- Encourage a positive sense of self
- Encourage good attitudes and relationships with others
- Develop an understanding of differences between pupils and their view points
- Equip pupils with the skills and attitudes needed to develop good learning techniques
- Promote a healthy and safe lifestyle
- Promote the development of self esteem
- Create an atmosphere that promotes respect for self and each other
- Develop an extended curriculum that provides opportunities for responsibilities and experiences that will prepare our children for the adult world
- Develop pupils' roles as citizens through the inclusion of citizenship studies.

9. Curriculum Organisation

The Scheme of Work followed by our school is based on the 'Cambridgeshire Primary Personal Development Programme'. Children receive their entitlement for learning in PSHCE through a spiral curriculum which demonstrates continuity and progression. The topic areas are:

Myself and My Relationships - *My Emotions, Family and Friends and Anti-bullying, Managing Change*

Citizenship – *Rights, Rules and Responsibilities and Diversity and Communities*

Health and Safer Lifestyles – *Managing Risk/safety contexts, Digital Lifestyles, Healthy Lifestyles, Relationship and Sex Education, Drug Education and Personal Safety*

The programme is delivered through a variety of opportunities including:

- designated PSHCE time – classes from Years 1-6 receive a 35-minute lesson each week usually delivered by their form teacher.
- Circle time discussions on a weekly basis for a minimum of 35 minutes
- occasional Year Group or gender group teaching for example in some SRE topics
- subjects across the curriculum, e.g. science, literacy, RE, PE, MFL,
- enrichment days/weeks, e.g. E-Safety Day, British Values Day, Staying Safe Day, Charity Week
- residential trips e.g. Year 2 Old Chapel sleepover, Year 3 Malvern Outdoor Elements, Year 4 Broad Haven, Year 5 Malvern campouts, Year 6 Carsington
- day visits, e.g. Year 5 visit to Severn Trent Water, Year 6 pedestrian training.
- assemblies
- small group work, e.g. School Council, Eco Council, House Captains.
- Afterschool clubs tailored to meet the needs of specific children

PSHCE is also addressed on a daily basis as questions and incidents arise and all members of the school staff are expected to be involved in these situations and are supported in this.

Planning has been provided by the ‘Cambridgeshire Primary Personal Development Programme’ and links to the whole school overview (appendix 2). The planning in place is a step by step guide which includes resources to meet the new 2020 statutory guidelines.

However, teachers may wish to develop their own as long as they cover the main objective for the lesson. At times, it may be necessary to divert from the plans in order to deal with issues that arise. PSHCE should be flexible in order to focus on the needs of the children in the class. Therefore, coverage may change year on year, but this will be noted on the whole school overview (Appendix 2) when needed.

10. Teaching and Learning Strategies

The three strands which are necessary for effective learning in all areas of PSHCE and are: Knowledge, Skills and Attitudes. These will be evident in PSHCE teaching and will enable pupils to:

- a) Develop self-awareness and positive self-esteem,
- b) Become more mature, independent and self-confident,
- c) Learn to respect the differences between people and cultures,
- d) Learn to keep themselves and others safe,
- e) Develop effective and satisfying relationships,
- f) Make informed choices about their health, lifestyle and environment,
- g) Develop their sense of social justice and moral responsibility,

- h) Take more responsibility, individually and as a group, for their own learning and to resist bullying,
- i) Begin to understand that their own choices and behaviour can affect local, national or global issues,
- j) Play an active role as members of the school and citizens in the wider society,
- k) Make the most of their abilities.

Methodology

In order to address the 'active learning triangle' of knowledge (Appendix 3), skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. There are also many opportunities to incorporate Learning Outside the Classroom in PSHCE lessons.

Through our teaching we will strive to ensure that all children will be encouraged to show respect for each other's point of view, share ideas with the whole class and be part of any decision making processes.

Due to our ever-expanding wider provision of PSHCE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example ICT, Science and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to responds to any such event in an age appropriate way.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE and Citizenship provision. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is

uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as SRE and Drug education can be found in the specific policies for those areas.

Confidentiality

The nature of PSHCE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's guidance on confidentiality and on safeguarding, and other relevant school policies.

11. Learning Support

Due to the range of teaching and learning methods in PSHE and Citizenship lessons, all children, regardless of their physical or academic disabilities, will be able to participate fully in this subject. The abilities of the children will be taken into account when planning activities and written and practical work may be differentiated and modified accordingly. Teachers will try to involve all children through differentiated questioning and where necessary, less able children will receive individual instruction or additional assistance in performing tasks. In relation to those with special educational needs, we will review our PSHCE programme to ensure that provision is made for those with additional needs.

12. Use of I.T.

It is important to link to the ICT/computing curriculum, which teaches about online safety. It is vital for PSHE and RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online. Due to the new statutory requirements, we have now included a new stand of work called 'Digital Lifestyles' which will be taught in years 1, 3 and 5. This will be linked to a second unit of work called 'Personal Safety' focussing on how to stay safe online (years 2, 4 and 6).

There are many other opportunities to incorporate IT into the teaching of PSHCE. iPads or laptops may be used when creating posters or producing written pieces of work. The internet, alongside the library, is an invaluable resource when researching topics; there are also a number of occasions when websites and interactive games may be mentioned on the planning as being beneficial to learning.

13. Resources

Each class teacher is provided with a PSHCE folder for the year group they are teaching. These outline the Scheme of Work, break down each term's units of work and provide suggestions for activities, appropriate worksheets and lists of resources. Books that are mentioned are kept by the Subject Coordinator, who will also assist with gaining additional resources if necessary. Resources may need to be shared by teachers and year groups and so it is important that they are returned as soon as possible to the Central PSHE Resource area. Resources and links to relevant websites can also be made accessible to parents and children upon request (Appendix 4).

14. Involving parents and carers and the Wider Community

The most powerful PSHE education is collaboration between school and home. We are committed to working with parents and allow them to have their input through a policy consultation period and tailored surveys. Parental meetings will also be held allowing interested parents and carers to find out more about their child's PSHE and RSE progress. We will communicate to parents about their right to withdraw their children from Sex Education in the Relationship and Sex Education Policy which can also be found online via the school's 'Parent Communication' page.

Visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, the school's policy on Use of Visitors is followed. Parents are also welcomed to support chosen year groups through discussion-based activities relating to the chosen unit of work. Parents will be informed of the appropriate policies and checks before arrival.

15. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform planning of future work. For each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils' progress. Assessment in PSHE may take many forms: observing drama or role-play tasks, marking written or artistic work, interpreting understanding from participation and input during discussion, looking for the demonstration of cooperative or communication skills during paired or group situations etc.

Pupils do not pass or fail within this subject; they are not graded as in other curriculum subjects. Teachers assess whether a pupil is working at the expected level, working towards or working beyond it. In addition to this, pupils are given the opportunity to reflect on their own learning and personal experiences, they may even be encouraged to set personal goals and agree strategies for reaching them. The process of assessment should have a positive impact on pupils' self-awareness and self-esteem.

When whole school reports are issued, there will be a short PSHCE/RE subject report. Form teachers should also be commenting on each child's personal and social development during PSHCE lessons which will prove invaluable.

16. Review and Monitoring

We are committed to the ongoing development of PSHCE in our school. The subject coordinator, with the support of staff will:

- Develop and update the subject policy
- Attend courses and conferences as and when deemed necessary
- Ensure well understood programmes of study and schemes of work are in place and reviewed at the end of each year
- Following the correct scheme of work and link to the appropriate year group.
- Hold regular subject meetings to monitor the new areas of learning
- Have regular meetings with Science, ICT and PE coordinators to ensure all statutory areas of learning are met and not duplicated.
- Call and manage termly meetings to plan, monitor, review and evaluate the PSHCE programme
- Provide inset training as appropriate
- Maintain and update the school's PSHCE resources
- Keep up to date with current thinking in the area of PSHCE
- The scheme of work will be evaluated on a termly basis and changes will be made as thought necessary by teaching staff.

Policy written by: Russell Marsland

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Review Date September 2021

Appendices

Appendix 1 (EYFS overview)

Cambridgeshire Personal Development Programme • Foundation Framework		PSHE SERVICES
<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? 	<ul style="list-style-type: none"> • Belonging in the class • Likes and dislikes • Similarities and differences • Setting goals • Recognising feelings • Communication and cooperation • Ground rules • Rights Rules and Responsibilities • Right and wrong • Fair and unfair 	
<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GQFO, SNTB)</p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	<ul style="list-style-type: none"> • Valuing difference and diversity • Kind and unkind behaviour • Bullying • Conflict resolution • Asking for help and telling • Being assertive • Safety Circle • Supporting others 	
<p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? 	<ul style="list-style-type: none"> • Identifying and managing emotions • Feelings, thought and behaviour • Fair and unfair • Loss and change • Empathy 	
<p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? 	<ul style="list-style-type: none"> • Similarities, difference and diversity • Respecting and valuing others • The way we live • Neighbourhood • Our beliefs • Routines, customs and traditions • Culture, race and religion 	
<p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? • How do we save money? 	<ul style="list-style-type: none"> • People and places • Family, school, neighbourhood • Jobs, roles and responsibilities • Helping and working together • Caring for living things • Local environments • Money 	
<p>Healthy and Safer Lifestyles 1 My Body and Growing Up</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self care skills • Change and responsibilities 	
<p>Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> • What do I think I have to keep safe from? • How do I know if something is safe or unsafe? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • Can I say 'No' if I feel unsure about something and it does not feel safe or good? • Can I ask for help and tell people who care for me if I am worried or upset? • Who are the people who help to keep me safe? • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these? 	<ul style="list-style-type: none"> • Assessing risk • Personal safety skills • Safety Circle • Good and bad secrets • Good and bad touches • Real and pretend • Lost and found • Road Safety • Safe use of medicines • Medicines, pills, injections 	
<p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us? 	<ul style="list-style-type: none"> • Healthy Choices • My teeth • Food and drink • Exercise • Rest and sleep • Leisure time 	

SEAL Links: NB=New Beginnings; GQFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

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Appendix 2 (School overview)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/ Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 2	Citizenship Rights, Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education
Year 3	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/ Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 4	Citizenship Rights, Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education
Year 5	Myself and My Relationships My Emotions	Citizenship Diversity and communities	Healthy & Safer Lifestyles Managing Safety & Risks/ Safety Contexts	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Healthy Lifestyles
Year 6	Citizenship Rights Rules and Responsibilities	Myself and My Relationships Family and Friends	Myself and My Relationships Anti- Bullying	Healthy & Safer Lifestyles Drug Educations	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education

Life Skills

Knowledge and Understanding
Factual information
Language and Vocabulary
Sources of information & support

**Self
Esteem
and
Resilience**

Skills
Decision making
Building relationships
Managing Emotions
Resisting pressure

Attitudes
Towards self
Towards others
Towards learning
Towards communities

Appendix 4

Primary PSHCE Key Website- For Children, Teachers and Parents

Healthy Eating/ Physical Activity

<https://campaignresources.phe.gov.uk/schools>

Puberty

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Bullying/ Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

Emotional Health

<https://childline.org.uk/>

<http://www.youngminds.org.uk/>

Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

Citizenship

<http://www.gogivers.org/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

Democracy

<http://www.parliament.uk/education/>

Substance Misuse

<http://mentor-adepis.org/>

Internet Safety

<https://www.thinkuknow.co.uk/>